

## **Viterbo University Graduate Syllabus**

**Course Title** Tier 1 Intervention Using Instructional Technology

**Credits:** 1 Graduate Credit

**Instructor of Record:** Tammy Lind, lind.tammy@gmail.com, (414) 331-5294

**Location:** Shorewood HS

**Dates & Times:** Face to Face Class Saturday April 16, 2011; 8:00 - 4:00 pm;

6.5 Hours Outside of Class

Asynchronous Online Participation

(4 weekly postings) completed by May 16, 2011

### **Course Description:**

This blended course is designed to be an introduction to the basic principles and concepts of using Web 2.0 tools to assist students that have special learning needs related to Wisconsin Vision for Response to Intervention (RtI). Web 2.0 tools are often referred to as the collaborative tools of the Internet. The course will show participants the capabilities of Web 2.0 tools, how these technologies interrelate, and applications of the technology in a classroom setting. The course will focus on classroom management strategies dealing with high quality instruction, student assessment, and collaboration between teachers, family and community.

### **Objectives:**

In this course participants will:

- Share findings in current educational research that support the use of digital media with students that have special learning needs. (Standards #3, 10)
- Identify Web 2.0 tools that engage and support struggling learners in the classroom. (Standards #3, 6)
- Understand and apply the basic principles and concepts of Web 2.0 tools and their use as a tool for communicating with electronic media. (Standard #6)
- Assess existing resources, share strategies for implementation, and evaluate one another's work through a professional learning network. (Standard #10)

### **INTASC Standards**

Program Outcomes are also tied to the INTASC Standards

3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

## **Methodology:**

"Much of what a teacher needs to know (and know how to do) is learned in the context of practice" (Schlanger & Fusco, 2003). The methodology for this course is situated around teacher practice. In other words the design of the professional development is not geared to how to use the technology, but instead the focus is on how it can be used to enhance the practice of teaching and learning.

The course supports educators in the evolution of more constructivist styles of teaching with technology. Constructivist or student centered teaching environments, are strongly connected to real life and are conducive to incorporating these skills into instruction.

In constructivist teaching pedagogy, the roles of teachers and students change. Teachers facilitate learning environments in which student's construct deep meaning through solving problems by building on prior knowledge structures. (Sandholtz, Ringstaff, & Dwyer, 1997)

According to Henry Jenkins, a prominent researcher at MIT, in order for students to be prepared for the 21st Century they need to be engaged in participatory cultures. "A participatory culture is a culture with relatively low barriers to artistic expression and civic engagement, strong support for creating and sharing one's creations, and some type of informal mentorship whereby what is known by the most experienced is passed along to novices. A participatory culture is also one in which members believe their contributions matter, and feel some degree of social connection with one another (at the least they care what other people think about what they have created). (Jenkins, Clinton, Purushotma, Robison, & Weigel, 2006).

Web 2.0 tools allow students increased engagement and motivation, a context to create content with an authentic purpose and audience. These tools also allow for increased collaboration along with differentiation. Students can connect with peers and experts using the tools of the 21st century workplace. The use of these tools assists the teacher in creating a climate of success for all students.

## **Outline of Content:**

This course is four weeks in length and combines an initial face-to-face class supported by follow-up asynchronous collaboration. During this 4-week period, participants will have access to this course 24/7.

### **Day One: Face-to-Face Introduction to Web 2.0**

- Examples of Web 2.0 tools use in the classroom
- Explore various Web 2.0 tools that can be used by classroom teachers as they work with Tier I Rti Interventions
- Discussion of Media Tools and Classroom Use by **all** students
- Class wiki Introduction

## **Asynchronous Participation:**

**Topic 1:** Web 2.0 Tools Application & Analysis (Discussion Board)

- Identify at least two tools and share with the class
- Respond to classmates postings

**Topic 2: Share Your Implementation Plan (Discussion Board)**

- Clearly define your plans for implementation the use of a Web 2.0 tool, specifically addressing challenges, areas of success, and student gains
- Respond to classmates postings

**Topic 3: Personal Reflection (Discussion Board)**

- Reflect on you experiences implementing the use of your Web 2.0 resources
- Respond to classmates postings

**Topic 4: Course exit surveys**

- Viterbo survey
- Stephens Group survey

**Assignments and Requirements:**

**Web 2.0 Tools: Application & Analysis 25% of Overall Grade**

Participants will identify a minimum of two Web 2.0 resources that assist classroom teachers as they work with Tier I RtI Interventions.

Prepare a one-page report for each tool with the following headers:

1. Url of the site and brief description of the tool.
2. Description, how this site can be adapted to the school setting; individual classroom setting, or any other relevant educational group.
3. Rationale why this specific site will assist students with special learning needs in the classroom setting and identify areas of Response to Intervention that using this site will address.
4. Include advantages and any cautions/preparation that might be needed when implementing the tool.

Work is to be of graduate quality.

Respond to classmate's postings.

**Participation in Course Wiki Discussion Board 50% of Overall Grade**

Participants will be required to use the discussion board section of our class wiki to share their plan for implementing the use of a supportive Web 2.0 tool for a specific student. In the discussion please share the following information:

1. Give a brief description of the student's situation, educational level, curricular area and explain specific learning needs (no names please).
2. Explain what Web 2.0 tool you plan to use with student and describe the implement plan addressing the following topics:
  - How does it support your educational program
  - Include a description of how the Web 2.0 tool can be adapted to the specific student needs
  - Explain how the student will improve knowledge, class participation, performance and/or communication through this tool

Respond to classmate's postings.

**Personal Reflection 25% of Overall Grade**

Participants will write a reflection on their experiences in the use of Web 2.0 tools with their student(s) that have specific learning needs. Explain what tools you used and what student needs you were trying to address. How did using this tool address the RtI model?

(Remember no student names). Explain how implementation worked in the classroom including any challenges you encountered. Did the tool help improve student knowledge, class participation, performance and/or communication? If so, how? What evidence do you have to show this occurred? Respond to classmate's postings.

Evaluation Method:

100-93=A 92-91=A- 90-88=B+ 87-85=B 84-82=B- 81-78=C+ 77-75=C  
74-70=C- 69-67=D+ 66-64=D  
63-60= D- Lower than 60=F

Note: If a student's work cannot be handed in by May 16th this must be brought to the attention of the instructor and approved prior to the due date to prevent a lower grade. Circumstances beyond the control of the student will be considered on an individual basis.

Web 2.0 Application & Analysis report is due May 1, 2011.

Implementation Plan posting is due by May 1, 2011

Final implementation reflection is due by May 16, 2011

General Course Expectations

Because of the collaborative nature of this program, it is crucial that students attend the entire each time that we meet. Active class participation is expected for synchronous and asynchronous participation.

It is expected that all work will be turned in or presented on the assigned dates. Any deviation from the assigned dates must be cleared with the instructor.

Policy on Attendance

Due to the collaborative nature of this course, Attendance is mandatory.

Policy on Late or Missing Assignments

All original course assignments and additional assignments described above should be completed within the course time limits. Work that is submitted after the course has been completed is subject to the provision of the policies and procedures relating to incompletes.

Texts & Readings:

Jenkins, H., Clinton, K., Purushotma, R., Robison, A., & Weigel, M. (2006). Confronting the Challenges of Participatory Culture: Media Education for the 21st Century: McArthur Foundation.

Jakes, D. (2007). Professional Development and Web 2.0. Retrieved September 3, 2008,

from <http://www.techlearning.com/showArticle.php?articleID=196604381>

Polin, L. (2007). Teaching the Net Generation: How can Web 2.0 applications find a home in the classroom without compromising their essential character of engaged community? Threshold Magazine, Cable in the Classroom, Summer 2007.

## Texts and Readings

Wisconsin's Vision for Response to Intervention

<http://www.dpi.state.wi.us/rti/index.html>

National Center on Response to Intervention

[http://www.rti4success.org/index.php?option=com\\_frontpage&Itemid=1](http://www.rti4success.org/index.php?option=com_frontpage&Itemid=1)

National Center on Response to Intervention - Tiered Services Delivery Tier 1

[http://www.rti4success.org/index.php?option=com\\_content&task=view&id=626&Itemid=2](http://www.rti4success.org/index.php?option=com_content&task=view&id=626&Itemid=2)

**Conceptual Framework:** Please include the following statement in your course syllabus.

*The Viterbo University Graduate Studies in Education Program has adopted a Teacher As Reflective Decision Maker Model and the Wisconsin Standards for Teacher Development and Licensure, also known as INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course is designed to contribute to the development of one or more of the WI/INTASC Standards and if applicable, IRA and/or ISLLC Standards.*

*Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher.*

Graduate Studies in Education courses address one or more of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards or your professional state standards. These standards, as applied to teachers taking graduate level courses, are intended to provide the extension, expansion, and deepening of the knowledge and experiential bases developed in initial teacher preparation programs.

The **ten INTASC standards** are:

1. The teacher understands the central concepts, tools for inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
  6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
  7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
  8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
  9. The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
  10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.
- Viterbo standard:**
11. The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework.

**Americans with Disabilities Act:**

If you are a student with a disability and require auxiliary aids, services or other accommodations for this class, please see the instructor to discuss your accommodation needs.

## Web 2.0 Tools: Application and Analysis

Purpose: Participants will identify a minimum of two Web 2.0 sites that can be used with struggling students

General Information: The scale ranges from 1 to 4 with 4 being exemplary. If the student receives a score below 3.5, the instructor will provide specific feedback on his/her concerns. One re-submit is permissible.

4	3	2	1
Complete a description of how the Web 2.0 tool can be adapted to specific student needs is complete.	The description of how the Web 2.0 tool can be adapted is brief and not tied to a specific student need.	Description of how a Web 2.0 tool could be adapted was not realistic or did not fit the student needs or the capabilities of the tool	Unsure this point was presented
Thorough rationale provided how students will improve knowledge and/or communication	Rationale provided how students will improve knowledge or communication	Rationale provided how students will improve knowledge or communication is not appropriate for the tool	Unsure this point was presented
Includes complete explanation of why the tool is appropriate for identified student needs is complete	The explanation of why the tool is appropriate for the identified student is not clear.	The explanation of why the tool is appropriate for identified student needs is not clear and is not tied to a specific audience	Unsure this point was presented
Advantages and/or cautions that may be necessary when implementing the tool were explained.	Advantages and/or cautions appropriate to audience are unclear.	Advantages and/or cautions are not appropriate to audience.	Unsure this point was presented

Missing equals zero points

14-16 = A	15 = A-	14 = B+	13 = B	12 = B-
11 = C+	10 = C	9 = C-	8 = D+	7 = D
6 = D-	Below 5 = F			

## Participation in Class Wiki Discussion Board

Purpose: This is to provide students with specific feedback on the class wiki activity.

General Information: The scale ranges from 1 to 5 with 4 being acceptable and 5 being exemplary. If the student receives a score below 3.5, the instructor will provide specific feedback on his/her concerns.

5 -4	3 -2	1	Score
Student was identified and description of learning needs was complete.	Student was identified and description of learning needs was not complete.	Unsure this point was presented	
Explanation of Web 2.0 and implementation with student demonstrated understanding of how tool increased student learning.	Explanation of Web 2.0 and implementation with student demonstrated some understanding of how tool increased student learning.	. Unsure this point was presented	
Details of implementation were provided as well as challenges to implementation.	Some details of implementation were provided as well as challenges to implementation	Unsure this point was presented	
Possible Score:			15 points _____

Missing work equals zero points.

A = 14-15 B+ = 13 B = 12 C+ = 11 C = 10 C- = 9

D = 8 D- = 7 F = Below 6



## Topic: Personal Reflection

Acceptable 5-4 points	Needs Work 3-2 point	Unacceptable 1 points
<p>It is evident that the participant understood the materials shared in this class</p> <p>Reflection clearly identified how they one can immediately use Web 2.0 tools in a personal, professional, or academic settings.</p>	<p>Participant can identify Web 2.0 tool and/or some uses but not clearly.</p> <p>Participant identifies tools however, he/she does not tie to immediate use in any area.</p>	<p>It is difficult to tell if the participant understands Web 20 tools and their possibilities.</p> <p>It is difficult to tell if participant can see immediate connections</p>

Missing work equals zero points.

Total possible points = 10

A 10 A- 9 B 8 C 7

F Lower than 7